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ABSTRACT

This unit of instruction is one of a series of materials developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC (Appalachian Regional Commission) Region to provide teacher educators, vocational directors, teachers, and others with basic instructional materials needed to guide and assist inservice vocational teachers in improving professional teaching competencies. This unit on vocational education for the handicapped contains lesson plans, instructional material, teaching aids, transparency masters, evaluation instruments, and references needed to conduct a minimum of 3 hours of inservice training on the subject. The three lesson plans cover the Education for All Handicapped Children Act (Public Law 94-142), problems and solutions of mainstreaming, and the Individualized Education Program (IEP). Included in the lesson plans are student learning objectives, materials and equipment needed, introduction, learning activities with suggested dialogue, application (drill, illustration, questions, participation in discussion, and so forth), evaluation, and summary. Directions for using this instructional inservice unit are included in the package. (KC)

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Vocational Education for the Handicapped

Developed by

Jerry W. Moorman

July 1980

Comprehensive Vocational Teacher Education
Program for the Mississippi ARC Region
Department of Industrial and Occupational Education,

Mississippi State University
Mississippi State, Mississippi 39759

Cooperatively Funded By

The Appalachian Regional Commission
Mississippi State Department of Education,
Vocational and Technical Division
Mississippi State University

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Inservice Instructional Unit IA

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Comprehensive Vocational Teacher Education Program

for the Mississippi ARC Region

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FOREWORD

This unit of instruction is one of a series developed by the Comprehensive Vocational Teacher Education for the Mississippi ARC Region to provide teacher educators, vocational directors, teachers and other appropriate individuals with some basic instructional material needed to guide and assist inservice vocational teachers in improving professional teaching competencies. The competencies addressed are those which have been identified and validated as being important to successful vocational teachers. Individual unit titles were selected on the basis of a comprehensive needs assessment inventory completed by over 200 inservice vocational teachers of the Mississippi ARC Region.

Each unit contains the lesson plans, instructional material, teaching aids, transparency masters, evaluation instruments, and references needed to conduct a minimum of three hours of inservice training on the subject. The material contained in each unit was thoroughly researched and field tested before inservice vocational teachers, teacher educators and vocational directors before being published and is considered appropriate for teachers in all occupational areas and at both the secondary and post-secondary levels of instruction.

Special recognition for major roles in the direction, development, coordination, and testing of these instructional units is extended to: Mr. Elwyn Wheat, Director of Vocational and Technical Educaton, Mississippi State Department of Education, who conceived the idea of the Compehensive Vocational Teacher Education Program; the twelve member Program Steering Committee which so ably assisted in identifying inservice teacher needs and

priorities; the graduate interns and assistants of the Department of Industrial and Occupational Education, Mississippi State University who researched, developed and field tested the units; the vocational directors and teachers of the Mississippi ARC Region who participated in the field testing; and Gerald A. Richardson, the Associate Project Director, who coordinated and supervised the development of these instructional units. Sincere appreciation is also extended to the Appalachian Regional Commission for the funding and sponsorship of this project.

Harry D. Holloway
Project Director

HOW TO USE THIS INSTRUCTIONAL UNIT

1. This instructional unit is designed to provide sufficient material for a threee hour inservice training session. The comprehensiveness of each lesson will depend upon the class time available and the total preparation of the teacher.
2. Teachers should carefully study each lesson plan, teaching aids, instruction sheet and transparencies before attempting to use them. Since each lesson is planned around material found in the references, it is suggested that the references be studied if possible.
3. The lesson plans are intended as guides for assisting the teacher. However, they are flexible enough to allow the teachers to inject their own personality and techniques into the lesson.
4. It is suggested that the teacher follow five stages in teaching: preparation, presentation, application, verification, and summary. The presentation and application stages can often be combined and the summary may be used at any point in the lesson.
5. Coding of teaching aids, instruction sheets, transparencies and evaluation instruments.
   a. Units of instruction are designated by Roman Numerals and capital letters (IA, IB, IIA, IIB, etc.).
   b. Lesson plans are designated by capital letters (A, B, C, etc.).
   c. Teaching aids are designated by (A) and an arabic numeral and coded to the lesson with which it will be used.

      Example: The first teaching aid for the second lesson in unit IIIA would be coded IIIA-B-(A1).

d. Instruction sheets are designated by (I) and an arabic numeral and coded to the lesson with which it will be used.

   Example: The second instruction sheet for the first lesson in unit IIA would be IIA-A-(I2).

e. Transparencies are designated by (T) and an arabic numeral and coded to the lesson with which it will be used.

   Example: The third transparency to the second lesson of unit IIIA would be coded IIIA-B-(T3)

f. Evaluation instruments are designated by an E and coded to the lesson with which it will be used.

   Example: An examination to be given in the third lesson of unit IA would be IA-C-(E).

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COMPREHENSIVE VOCATIONAL TEACHER EDUCATION PROGRAM
FOR
THE MISSISSIPPI ARC REGION

UNIT PLAN

UNIT TITLE: Vocational Education for the Handicapped

PREPARED BY: Jerry W. Moorman DATE: April 1980

I. INTRODUCTION:

One of the current national priorities in Vocational Education is in the area of serving handicapped students. If local educators are to remain in compliance with federal legislation and are to serve all students, they must have an understanding of procedures for providing vocational education to the handicapped.

II. UNIT OUTLINE:

A. P.L. 94-142

1. Rights and Protections
2. Fiscal Arrangements
3. Managerial Aspects

B. Problems and Solutions

1. Identification of Problem Areas
2. A Possible Solution

C. The Individualized Educational Program (IEP)

1. The IEP: Components
2. The IEP: Steps for Completing
3. The IEP: Problems and Needs in Development and Implementation

III. STUDENT PERFORMANCE OBJECTIVES:

The student will:

A. Be able to discuss the intent and major requirements of the legislation in a knowledgeable fashion.

B. Be aware of current problems in mainstreaming the handicapped and also knowledgeable of at least one model approach for helping remedy the situation.

C. Have significantly extended his/her knowledge and understanding for developing IEP's.

IV. STUDENT LEARNING ACTIVITIES	RESOURCES REQUIRED
Listen to instructor's lecture. Analyze the information through question and answer and discussion. Examine handouts.	Overhead projector and screen Overhead transparency: "Payment Formula" Teaching Aids 1, 2, and 3 Handout: Public Law 92-142 and Section 504 Overhead transparencies: Communication 1 Communication 2 IEP 1 IEP 2 Mainstreaming the Handicapped into Vocational Education: A Progress Report Handout: A Model for Mainstreaming the Handicapped into Vocational Education Transparencies: Numbers 7-10 about The Model for Mainstreaming Vocational Education of Handicapped Students: A Guide for Policy Development by Sharon Davis and Michael Ward Transparency: Sample IEP Handout: Problems and Needs in IEP Development and Implementation

V. STUDENT EVALUATION:

Students will be evaluated on the basis of their answers to oral questions.

VI. RESOURCE MATERIAL:

"A Model for Mainstreaming the Handicapped into Vocational Education" by Jerry W. Moorman (Research/Curriculum Unit: Mississippi State University, 1980).

Development of Individualized Education Program (IEP's) for the Handicapped in Vocational Education by Lorella A. McKinney and Donna M. Seay (National Center for Research in Vocational Education: Ohio State University, 1979).

Individualized Education Programs (IEP's): A Handbook for Vocational Educators by L. Allen Phelps and Laurie J. Hatcher (The National Center for Research in Vocational Education: Ohio State University, 1979).

Mainstreaming the Handicapped into Vocational Education: A Progress Report by Jerry W. Moorman (Research and Curriculum Unit: Mississippi State University, 1980).

Public Law 94-142 and Section 504--Understanding What They Are And Are Not by Joseph Ballard (The Council for Exceptional Children: Reston, Virginia, 1978). (One copy of this publication will be given to each student.)

Vocational Education of Handicapped Students: A Guide for Policy Development by Sharon Davis and Michael Ward (Council for Exceptional Children: Reston, Virginia, 1979).

INSTRUCTOR'S PLAN

INFORMATIONAL LESSON

Unit IA
Lesson IA-A

UNIT TITLE: Vocational Education for the Handicapped

LESSON SUBJECT: The Education for All Handicapped Children Act

OBJECTIVE: After listening to a lecture and participating in discussion, the student will be able to discuss the intent and major requirements of the legislation in a knowledgeable fashion.

TEACHING AIDS:

Transparency IA-A-(T1)	Payment Formula
Teaching Aid IA-A-(A1)	Rights and Protections
Teaching Aid IA-A-(A2)	Fiscal Arrangements
Teaching Aid IA-A-(A3)	Managerial Aspects

MATERIALS/EQUIPMENT: Public Law 94-142 and Section 504--Understanding what they are and are not by Joseph Ballard (The Council for Exceptional Children: Reston, Virginia, 1978).

Projector

REFERENCES: Development of Individualized Education Programs (IEP's) for the Handicapped in Vocational Education by Lorella A. McKinney and Donna M. Seay (National Center for Research in Vocational Education: Ohio State University, 1979).

I. INTRODUCTION (Preparation of the Learner)

PL 94-142, The Education for All Handicapped Children Act, is a piece of legislation passed by the United States Congress in 1975 dealing with educational rights of handicapped children (defined in Teaching Aid 1).

During the next hour we will be examining this law and looking at its impact on vocational education in Mississippi.

II. LEARNING ACTIVITIES (Presentation of Information)

Instructional Topics Teaching Points	Things For Students To Do Things For Instructor To Do And Say
A. P.L. 94-142: Rights and Protections Teaching Aid IA-A-(A1)	1. Assurance of the availability of a free, appropriate public education for all handicapped children. Certain dates are specified by law. 2. An individualized education program (IEP) must be developed and maintained for each handicapped child. 3. Due process procedures must be guaranteed. 4. Regular parent or guardian consultation is guaranteed. 5. Handicapped children shall receive special education in the "least restrictive environment." 6. Testing and evaluation shall be nondiscriminatory. 7. Policies and procedures shall be developed to protect the confidentiality of data and information. 8. There must be an effective policy to guarantee the right of all handicapped children to a free, appropriate public education at no cost to parents or guardian. 9. The handicapped child shall be assured of a surrogate to act for any child when the parents or guardians are either unknown or unavailable or when such child is a legal ward of the state.
B. P.L. 94-142: Fiscal Arrangements Teaching Aid IA-A-(A2) Transparency IA-A-(T1)	1. Payment formula 2. Children counted 3. Controls
C. P.L. 94-142: Managerial Aspects Teaching Aid IA-A-(A3)	1. Overall management responsibilities 2. Manpower development 3. Law enforcement 4. Law duration

III. APPLICATION (Drill, illustration, questions, participation in discussion, assignments, investigations, note taking etc.)

Steps II and III are combined.

During the lecture, students will be encouraged to analyze the information through question and answer and discussion, and be provided an opportunity to examine handouts.

IV. EVALUATION (Verification of students' comprehension of material presented)

Students will be evaluated on the basis of their answers to oral questions.

V. SUMMARY (Reemphasize the important points. This summary may be given at any place in the lesson the teacher feels will be profitable to the student.)

Federal law mandating that we educate handicapped students in regular vocational programs is here to stay. Whether we agree or disagree with the legislation does not really matter. Our job now is to strive for understanding of the law and try to implement it to the best of our ability.

Distribute copy of: Public Law 94-142 and Section 504--Understanding What They Are and Are Not

(Can be obtained from Comprehensive Vocational Teacher Education Program, P.O. Drawer NU, Mississippi State, Mississippi 39762)

P.L. 94-142 FUNDING FORMULA

NAE x—% x NHC = SF

NATIONAL AVERAGE EXPENDITURE PER PUPIL	NUMBER OF HANDICAPPED CHILDREN	AMOUNT OF FEDERAL FUNDS ALLOCATED TO THE STATE FOR THE YEAR

FORMULA SCALE

FISCAL 1978	5%
FISCAL 1979	10%
FISCAL 1980	20%
FISCAL 1981	30%
FISCAL 1982	40%

Teaching Aid 1

1. Handicapped children are defined by P.L. 94-142 as children who are:

   > mentally retarded, hard of hearing, deaf, orthopedically impaired, other health impaired, speech impaired, visually handicapped, seriously emotionally disturbed, or children with specific learning disabilities who by reason thereof require special education and related services.

2. Special Education is defined in P.L. 94-142 as children who are:

   > mentally retarded, hard of hearing, deaf, orthopedically impaired, other health impaired, speech impaired, visually handicapped, seriously emotionally disturbed, or children with specific learning disabilities who by reason thereof require special education and related services.

3. Related Services are defined in P.L. 94-142 as:

   > transportation, and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a handicapped child to benefit from special education, and includes the early identification and assessment of handicapping conditions in children.

4. Free Appropriate Public Education is defined as follows:

   > "Free means the provision of education and related services at no cost to the handicapped person or to his or her parents or guardian, except for those largely incidental fees that are imposed on non-handicapped persons or their parents or guardian. "Appropriate" educational program is simply what is agreed upon by all parties concerned.

5. Dates specified in the law for providing free appropriate public education:

   A free appropriate public education must be made available to all handicapped children aged 3 to 18 by September 1, 1978 and for children aged 3 to 21 by September 1, 1980.

6. Individualized Education Program is defined as follows:

   "Individualized" means that the written program is relative to the educational needs of one person, not a class or group of students.

   "Education specifically refers to special education and related services.

   "Program" means a written statement of what educationally is to be provided the individual who is handicapped; it is not a plan or a set of general guidelines upon which a program will be developed.

7. Components of an IEP are as follows:

   a. A statement of the present levels of educational performance of such child
   b. A statement of annual goals, including short-term instructional objectives
   c. A statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs
   d. The projected date for initiation and anticipated duration of such services
   e. Appropriate objectives criteria and evaluation procedures and schedules for determining, at least on an annual basis, whether instructional objectives are being achieved.

8. The following people are mandated by law to be involved in developing the IEP:

   a. Parents or guardian
   b. Teacher or teachers of the child
   c. A representative of the local educational agency or intermediate unit who is qualified to provide or supervise the provision of special education
   d. The child (when appropriate)

9. Due Process Procedures shall be provided with respect to all matters of identification, evaluation, and educational placement whether it be the initiation or change of such placement, or the refusal to initiate or change.

10. Least Restrictive Educational Environment: to the maximum extent appropriate, handicapped students will be educated with nonhandicapped students. The IEP will be used to guarantee this through consideration of each child's individual needs. If a child moves from least restrictive to more restrictive, cause must be shown in the IEP.

11. Nondiscriminatory testing: the legislation states that no single procedure shall be the sole criterion for determining an appropriate educational program for a child and also that assessment materials and procedures shall be provided in the child's native language or mode of communication.

12. Confidentiality of Data: the legislation orders this done but does not say how. Adherence to the Buckley Amendment should suffice.

13. Surrogate Parent: If a child's parents or guardians are unknown or unavailable or if the child is a ward of the state, the appropriate educational agency must appoint a person to act as a surrogate for the child in all due process proceedings. This appointed person must not be an employee of the state educational agency, local educational agency, or intermediate educational unit involved in the education or care of the particular child.

Teaching Aid 2

1. Payment Formula: The legislation establishes a formula for payment based upon a gradually escalating percentage of the national average expenditure per public school child times the number of handicapped children receiving publicly financed special education and related services in each state. This percentage will increase yearly as follows: 1978-5%, 1979-10%, 1980-20%, 1981-30%, and 1982-40%.

2. Number of children that may be counted: The legislation requires that the total number of handicapped children counted should not be greater than that number which equals 12% of the total school age population of the state between the ages of 5 and 17 inclusive.

3. Number of children with learning disabilities that may be counted: Not more than one-sixth of the 12% above may be counted.

4. Controls on spending: P.L. 94-142 stipulates that federal monies must only be spent for the excess cost of educating handicapped children in local districts. The State has more latitude in spending its funds. State funds may be used for both direct and support purposes.

Teaching Aid 3

1. Management Responsibilities: Management flows down from the federal to the state to the local level. Two documents comprise the heart of this system: the state plan and the local education agency application. The state plan must be approved before federal funds are passed through. Likewise, the local application must be state approved before funds flow to local districts. Three major parts comprise both the local application and state plan.

   a. "Certain Assurances" - This ensures all of the rights and protections for children and their parents and guardians as mandated by law.

   b. "A detailing of certain procedures" - This is a detailed plan for personnel development and child find procedures.

   c. "A detailed resource plan" - This is a description of the kind and number of facilities, personnel, and services required to reach and maintain full service for handicapped children.

2. Manpower Development: The law requires this development through both preservice and inservice training. The law, however, prohibits expenditure for preservice.

3. Enforcement of the Law: The law is primarily complaint oriented and depends heavily upon input from parents and other advocates. Failure to comply with the law by a state could result in loss of other funding including Vocational Act funding.

4. Duration of the Law: This law is unique in that it is a permanent statutory authority with no expiration date.

INSTRUCTOR'S PLAN

INFORMATIONAL LESSON

Unit IA
Lesson IA-B

UNIT TITLE: Vocational Education for the Handicapped

LESSON SUBJECT: Problems Being Encountered and One Possible Solution

OBJECTIVE: After listening to a lecture and participating in discussion, the student will be aware of current problems in mainstreaming the handicapped and also knowledgeable of at least one model approach for helping remedy the situation.

TEACHING AIDS:

Transparencies IA-B-(T2 and T3)	Lack of Communication
Transparency IA-B-(T4)	The Screening Process
Transparencies IA-B-(T5 and T6)	The IEP
Transparencies IA-B-(T7 and T10)	A Model for Mainstreaming the Handicapped into Vocational Education
Information Sheet IA-B-(I1)	Model

MATERIALS/EQUIPMENT: Projector

REFERENCES:

Mainstreaming the Handicapped into Vocational Education: A Progress Report by Jerry W. Moorman (Research and Curriculum Unit: Mississippi State University, 1980).

Vocational Education of Handicapped Students: A Guide for Policy Development by Sharon Davis and Michael Ward (Council for Excpetional Children: Reston, Virginia, 1979).

Davis, Sharon and Ward, Michael. Vocational Education of Handicapped Students: A Guide for Policy Development. Reston, Virginia: The Council for Exceptional Children, RESURGE. The U.S.O.E., Washington, D.C., 1979.

I. INTRODUCTION (Preparation of the Learner)

All of you now have a working knowledge of the handicapped legislation. Many of you are already experiencing the effects of the law. Some of your experiences are good, some are bad. To determine exactly what experiences you are having, a research project in this area was conducted at Mississippi State University. This research identified several problem areas and the need for a systematic approach to the mainstreaming issue. Secondary vocational complexes served as the population for this study.

During the next hour we will be discussing the problem areas identified. Also, we will be examiining a model that was developed to address many of these problems.

II. LEARNING ACTIVITIES (Presentation of Information)

Instructional Topics Teaching Points	Things For Students To Do Things For Instructors To Do And Say
A. Identification of problem areas Transparencies: IA-B-(T2 and T3)	1. Lack of Communication Vocational counselor not informed of handicapped students in 27% of complexes. All but one counselor indicated this was usual procedure.
Transparency: IA-B-(T4)	2. Screening Process Almost one-half of vocational complexes in Mississippi have no staff involved in screening process.
Transparencies: IA-B-(T5 and T6)	3. The IEP Fifty-six percent of the secondary vocational complexes have no direct input in planning IEP's. Of this 56%, 68% said they have never seen the IEP's.

Teaching Note: Mainstreaming the Handicapped into Vocational Education: A Progress Report should be carefully reviewed prior to presenting part A of this lesson.

B. A Possible Solution	1. One possible solution to the problems just discussed would be the development and use of a model procedure for mainstreaming the handicapped into vocational education. One such model now exists and is offered for your examination.
Information sheet: IA-B-(I1)	2. Distribute: Model for Mainstreaming
Transparency: IA-B-(T7)	3. Discuss the 6 steps.
Transparency: IA-B-(T8)	4. Discuss placement option 6a.
Transparency: IA-B-(T9)	5. Discuss placement option 6b.
Transparency: IA-B-(T10)	6. Discuss placement option 6c.
	Emphasize that this is only a model and must be adapted to the local situation.

III. APPLICATION (Drill, illustration, questions, participation in discussion, assignments, investigations, note taking, etc.)

Steps II and III are combined.

During the lecture, students will be encouraged to analyze the information through question and answer and discussion, and be provided an opportunity to examine handouts.

IV. EVALUATION (Verification of students' comprehension of materials presented)

Students will be evaluated on the basis of their answers to oral questions.

V. SUMMARY (Reemphasize the important points. This summary may be given at any place in the lesson the teacher feels will be profitable to the student.)

The problems discussed in this section can be overcome. To accomplish this, however, vocational educators and special educators must make a concerted effort to work together and keep communication lines open.

COMMUNICATION 1

RESPONSE TO THE QUESTION: "ARE THERE HANDICAPPED STUDENTS ENROLLED IN VOCATIONAL PROGRAMS AND YOU HAVE NOT BEEN GIVEN THEIR NAMES?"

TOTAL POPULATION N=45

RESPONSE	n	PERCENTAGE
YES	12	27
NO	33	73

COMMUNICATION 2

RESPONSE TO THE QUESTION: "IF THERE ARE HANDICAPPED STUDENTS ENROLLED IN VOCATIONAL PROGRAMS AND YOU HAVE NOT BEEN GIVEN THEIR NAMES, IS THIS THE USUAL PROCEDURE?"

TOTAL POPULATION N=12

RESPONSE	n	PERCENTAGE
YES	11	92
NO	1	8

SCREENING

RESPONSE TO THE QUESTION: "DO YOU OR ANY OF THE VOCATIONAL STAFF PARTICIPATE IN THE SCREENING PROCESS FOR HANDICAPPED STUDENTS?"

TOTAL POPULATION N=45

RESPONSE	n	PERCENTAGE
YES	26	58
NO	19	42

IEP 1

RESPONSE TO THE QUESTION: "IF YOU ARE AWARE OF WHO THE HANDICAPPED STUDENTS ARE IN YOUR VOCATIONAL PROGRAMS, HAVE YOU OR THE STUDENTS' TEACHERS HAD INPUT INTO THE STUDENTS' IEP'S?"

TOTAL POPULATION N=45

RESPONSE	n	PERCENTAGE
YES	20	44
NO	25	56

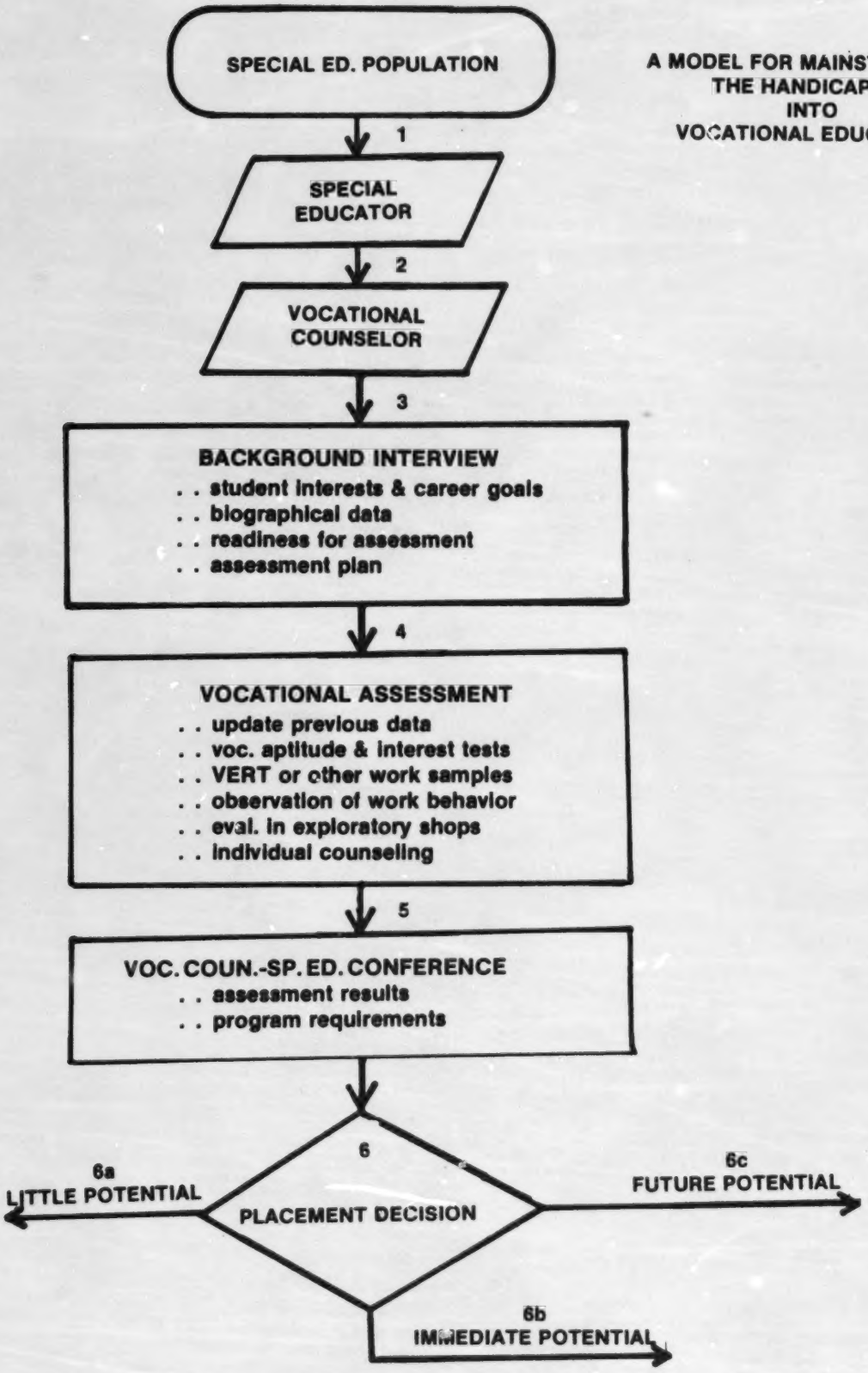
IEP 2

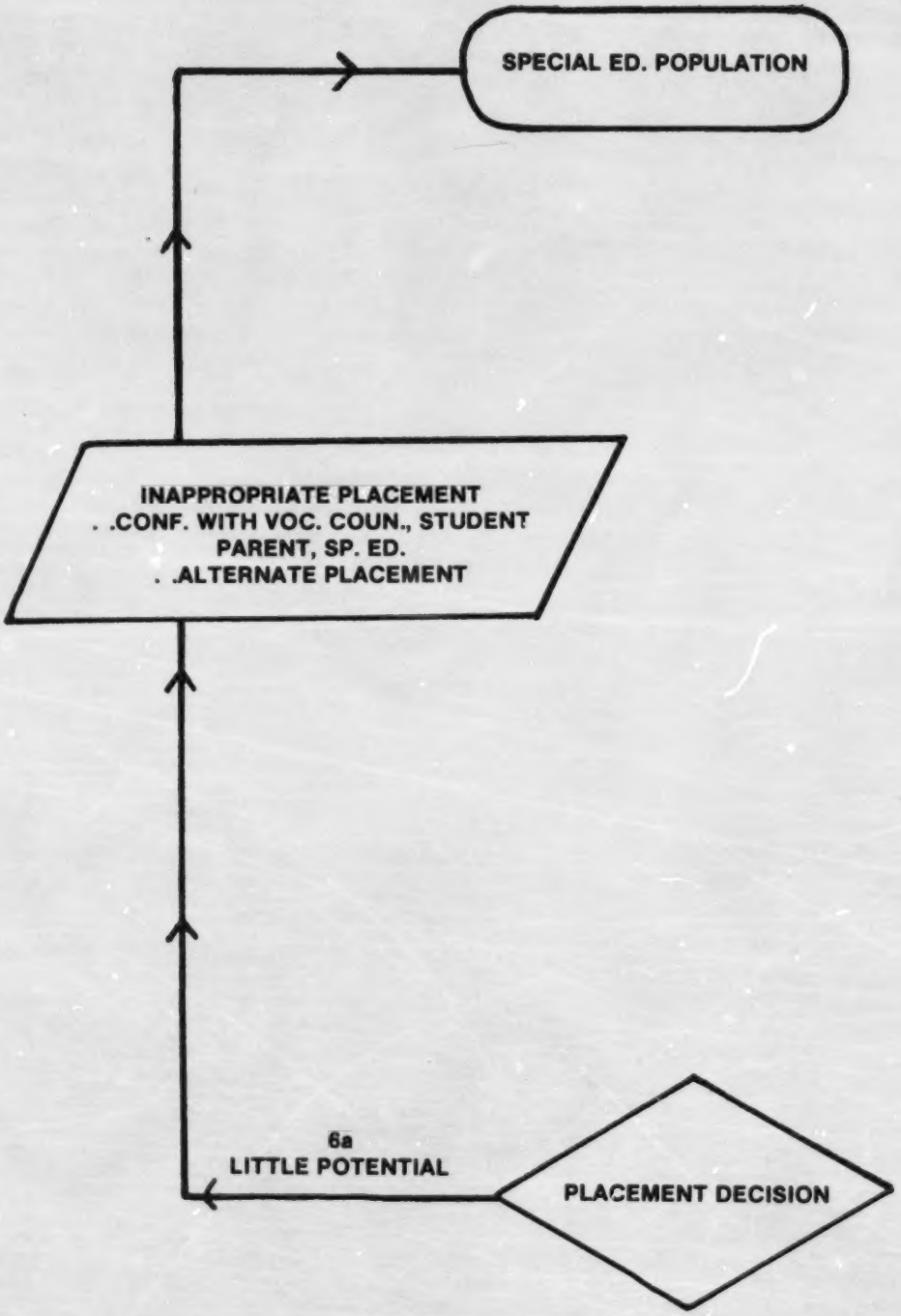
RESPONSE TO THE QUESTION: "IF YOU HAD NO INPUT INTO THE IEP'S, HAVE YOU AT LEAST SEEN THE STUDENTS' IEP'S?"

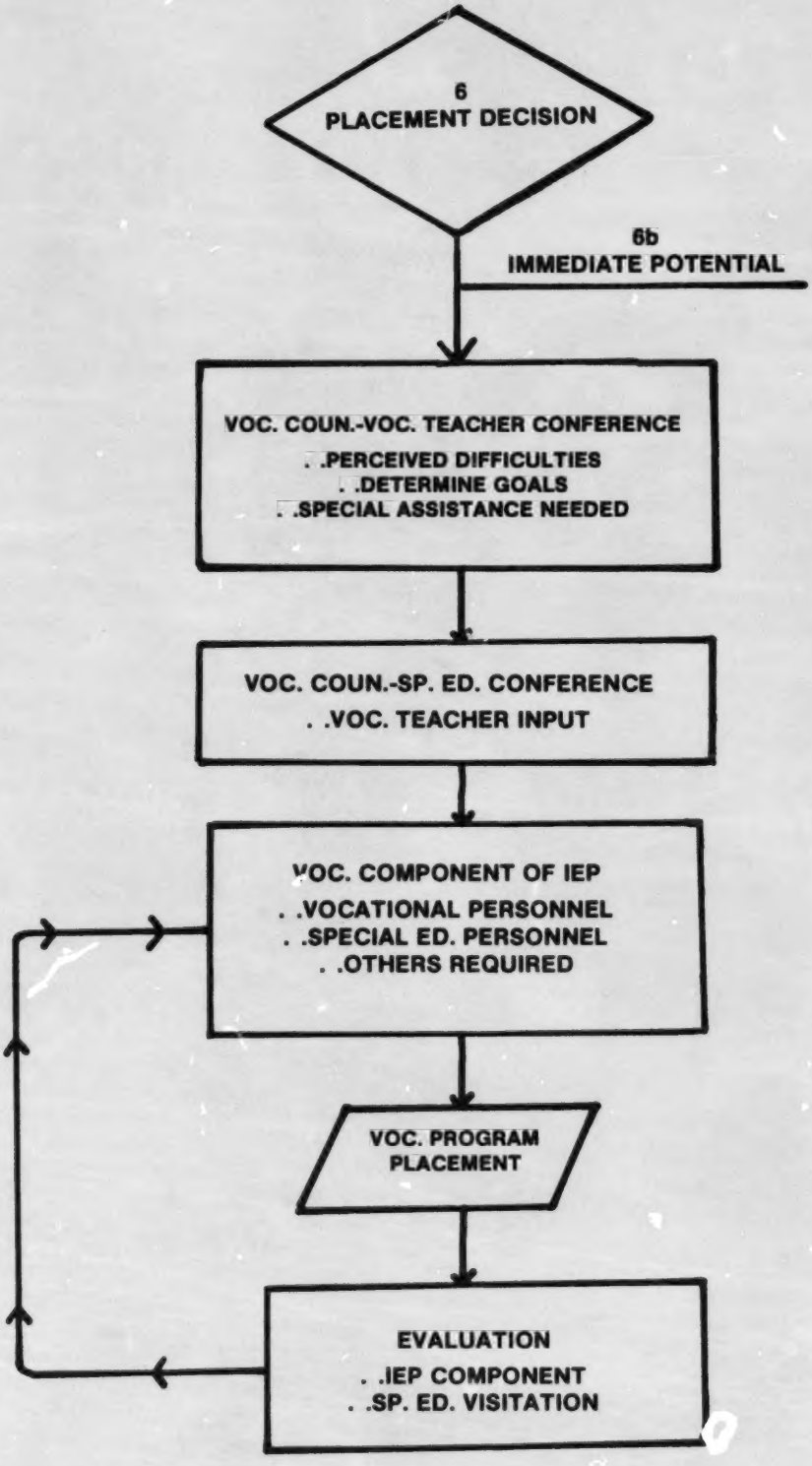
TOTAL POPULATION N=25

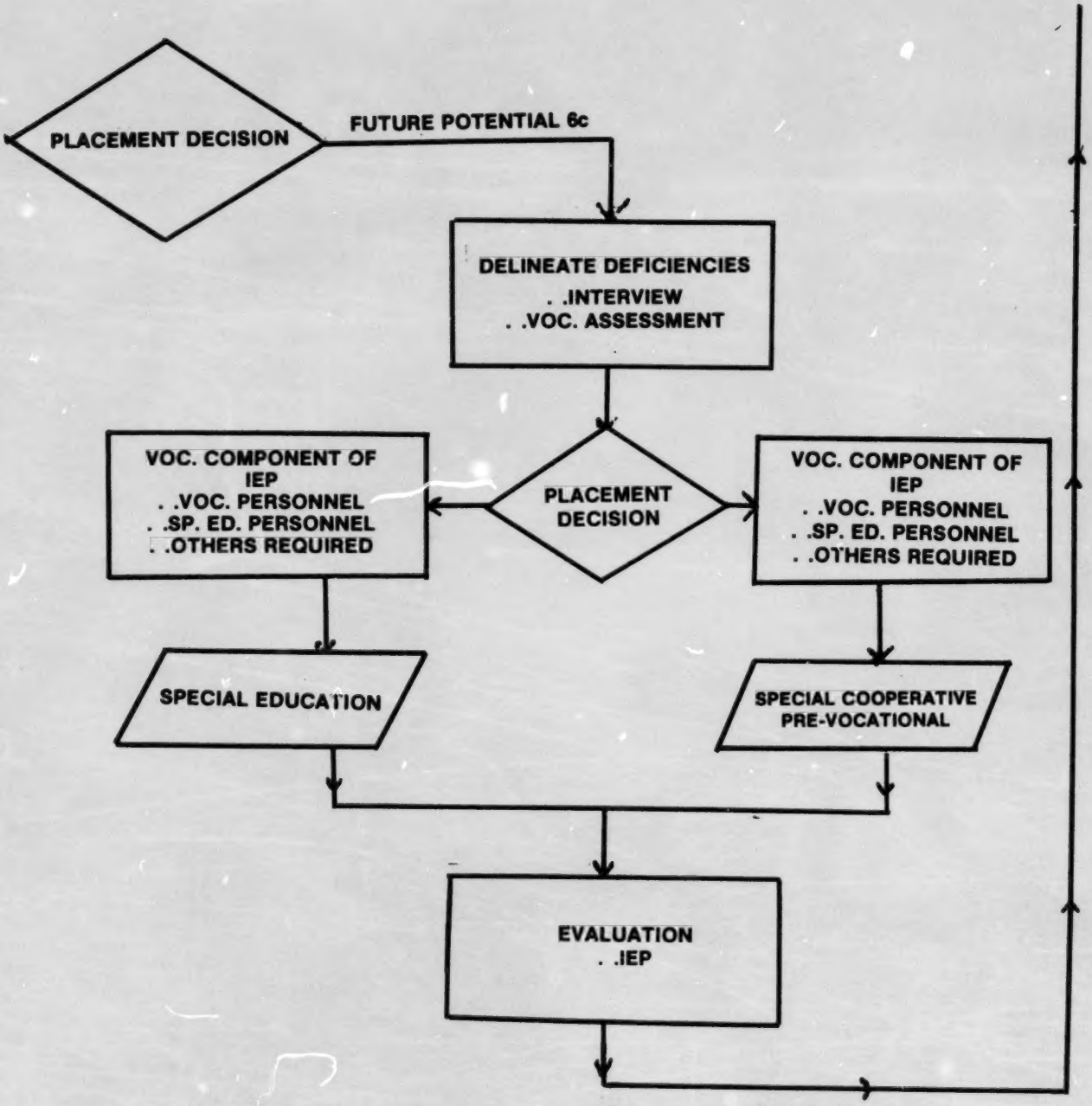
RESPONSE	n	PERCENTAGE
YES	8	32
NO	17	68

A MODEL FOR MAINSTREAMING THE HANDICAPPED INTO VOCATIONAL EDUCATION




SPECIAL ED. POPULATION
INAPPROPRIATE PLACEMENT
. .CONF. WITH VOC. COUN., STUDENT
PARENT, SP. ED.
. .ALTERNATE PLACEMENT
6a
LITTLE POTENTIAL
PLACEMENT DECISION


6
PLACEMENT DECISION
6b
IMMEDIATE POTENTIAL
VOC. COUN.-VOC. TEACHER CONFERENCE
. .PERCEIVED DIFFICULTIES
. .DETERMINE GOALS
. .SPECIAL ASSISTANCE NEEDED
VOC. COUN.-SP. ED. CONFERENCE
. .VOC. TEACHER INPUT
VOC. COMPONENT OF IEP
. .VOCATIONAL PERSONNEL
. .SPECIAL ED. PERSONNEL
. .OTHERS REQUIRED
VOC. PROGRAM
PLACEMENT
EVALUATION
. .IEP COMPONENT
. .SP. ED. VISITATION


PLACEMENT DECISION
FUTURE POTENTIAL 6c
DELINEATE DEFICIENCIES
. .INTERVIEW
. .VOC. ASSESSMENT
VOC. COMPONENT OF IEP
. .VOC. PERSONNEL
. .SP. ED. PERSONNEL
. .OTHERS REQUIRED
PLACEMENT DECISION
VOC. COMPONENT OF IEP
. .VOC. PERSONNEL
. .SP. ED. PERSONNEL
. .OTHERS REQUIRED
SPECIAL EDUCATION
SPECIAL COOPERATIVE PRE-VOCATIONAL
EVALUATION
. .IEP

A MODEL FOR MAINSTREAMING THE HANDICAPPED INTO VOCATIONAL EDUCATION

Steps

1. The student with a vocational interest in identified by special education.
2. The special education department contacts the vocational counselor.
3. The vocational counselor arranges to conduct a background interview with the student to: (p. 25)
   ...ascertain the student's interests and tentative career goals.
   ...obtain specific biographical data pertaining to medical, social, psychological, educational, economic, and vocational factors.
   ...determine readiness for assessment.
   ...develop an assessment plan based on the individual student's interests and potential.
4. The vocational counselor arranges for a vocational assessment. The assessment should include as many of the following components as appropriate for that student: (p. 23)
   ...Review and/or update of medical, psychological, educational, and social assessment data obtained during the student's special education evaluation.
   ...Administration of selected standardized or locally developed diagnostic instruments to assess vocational aptitudes and interests.
   ...Use of the VERT or other work samples to evaluate potential for developing vocational skills.
   ...Observation and assessment of work behavior.
   ...Evaluation in exploratory shops that provide hands-on activities representative of the occupational areas in vocational education identified by USOE.
   ...Individual counseling to determine the student's interests and potential career goals.
5. The vocational counselor and special educator meet to discuss the results of the assessment and look at them in light of what the vocational program requirements are.
6. The vocational counselor and special educator decide (based on the assessment) whether or not the student has the potentioal for successful vocational training. The educators have three choices:
   a. Determine that the student has very little, if any, potential for successful vocational training.
   b. Determine that the student has potential for successful vocational training and should be enrolled as soon as possible.
   c. Determine that the student has potential for successful vocational training provided the student is helped to overcome certain deficiencies.

Step 6a - Student Has Little Potential

If this choice were made:

a. Discuss the decision and reasons for it with the student and his/her parents.
b. Decide on an alternate placement.

Step 6b - Student Has Immediate Potential

If this choice were made:

a. The vocational counselor should discuss the student with the vocational teacher who will be responsible for the training.
...Discuss perceived difficulties in training the student
...Determine goals for the training program
...Discuss special assistance that might be required
...Others
b. The vocational counselor meets with the special educator to discuss the information obtained in the meeting with the vocational teacher.
*c. The vocational component of the IEP (p. 35) is prepared utilizing vocational personnel, special education personnel, and others required.
d. The student is placed in the vocational program.
e. The special educator visits the student and teacher on a regular basis.
f. The components of the IEP are fulfilled to the degree possible.

Step 6c - Student Has Future Potential

If this choice were made:

a. Delineate the deficiencies
b. Determine where deficiencies can best be dealt with:
...Pre-vocational class - if available
...Special Education class
...Others
c. The IEP is developed with a component to treat the deficiencies.
d. The components of the IEP are fulfilled to the degree possible and progress is evaluated.
e. The student is sent through the assessment process again.

*This component is required if the vocational program must be modified in some way to meet the student's individual learning needs. Goals and objectives from the course would then have to be listed.

If, however, the program is unmodified, statements of goals and objectives are not required. A statement of integration would be sufficient.

Source Cited

Davis, Sharon, and Ward, Michael. Vocatonal Education of Handicapped Students: A Guide for Policy Development. Reston, Virginia: The Council for Excpetional Children, RESURGE. U.S.O.E., Washington, D.C., 1979.

INSTRUCTOR'S PLAN

INFORMATIONAL LESSON

Unit IA
Lesson IA-C

UNIT TITLE: Vocational Education for the Handicapped

LESSON SUBJECT: IEP's in Vocational Education

OBJECTIVE: After listening to a lecture and participating in discussion, the student will have significantly extended his/her knowledge and understanding of developing IEP's.

TEACHING AIDS: Information Sheet IA-C-(I2)
Individualized Education Program Plan

Information Sheet IA-C-(I3)
Problems and Needs in IEP Development and Implementation

MATERIALS/EQUIPMENT: Projector

REFERENCES: Development of Individualized Education Program (IEP's) for the Handicapped in Vocational Education by Lorella A. McKinney and Donna M. Seay (National Center for Research in Vocational Education: Ohio State University, 1979).

Individualized Education Programs (IEP's): A Handbook for Vocational Educators by L. Allen Phelps and Laurie J. Hatcher (The National Center for Research in Vocational Education: Ohio State University, 1979).

Vocational Education of Handicapped Students: A Guide for Policy Development by Sharon Davis and Michael Ward (The Council for Exceptional Children: Reston, Virginia, 1979).

I. INTRODUCTION (Preparation of the Learner)

P.L. 94-142 specifies in detail how the individualized education program (IEP) shall be developed at the local level and by whom. Prior to the enactment of P.L. 94-142, the responsibility for education of the handicapped was largely that of special educators. Today this has become the responsibility of all educators. Vocational educators are expected to be members of the IEP development team without the advantages of training for and experience with teaching vocational skills to handicapped students. (McKinney and Seay, 1979)

During the next hour we will be examining what the law has to say about the IEP and also some information about IEP development.

II. LEARNING ACTIVITIES (Presentation of Information)

Instructional Topics Teaching Points	Things For Students To Do Things For Instructors To Do And Say
A. The IEP: Components	Prior to the entrance of a handicapped child into Vocational Education, a written program should be developed that indicates the degree to which the student will be able to participate in regular vocational programs. Vocational Education may or may not have an emphasis in this program. If the course must be modified in some way to meet the student's individual learning needs, then a Vocational Section listing goals and objectives is required. If no modification is required, then a statement of integration will be sufficient. Components: 1. <u>A statement of educational performance</u> The law states that the IEP "must include a statement of the child's present levels of educational performance, including academic achievement, social adaptation, <u>prevocational and vocational skills, psychomotor skills</u>, and self-help skills." When stating the levels of educational performance, strong points should be discussed and weaknesses delineated. The parts of educational performance that hold particular interest for vocational skills and psychomotor skills.

2. A statement of annual goals (includes short-term instructional objectives)

   Annual goals are just what the wording implies. They are goals that the handicapped student will have achieved by the end of the school year. The number of annual goals will vary with the unique needs of each handicapped child.

   Short-term instructional objectives (behavioral) that describe what procedures will be followed in taking the student from his/her present level of competence to that level necessary for reaching annual goals. Each of these objectives should be written in measurable terms and have included three points:

   a. Condition statement
   b. Performance statement
   c. Evaluation statement

3. A statement of educational services

   Special educational services that will be necessary for the handicapped child must be included in the IEP. Also to be included are dates services will start and also estimated duration.

4. A statement of participation in regular programs

   P.L. 94-142 specifically requires that information be included in the IEP that states whether the handicapped child should participate in regular education programs, the extent of that participation, and the specific type of program.

Information Sheet:
IA-C-(I2)

A transparency of the above information sheet can be shown and discussed at this time or may be shown and referred to throughout Section 1.

5. A statement of evaluation criteria

   This is simply the method or methods that will be used to determine that the student has successfully completed the IEP objectives and attained the IEP goals.

   This would probably be the same as B-3 above.

B. The IEP:
Steps for Completing

This process deals with simply sequencing the IEP components into the following steps:

1. An IEP committee should be formed and convened. This will usually not be the responsibility of vocational personnel. The committee shall consist of at least the following:

   a. Parents or guardians
   b. Teacher or teachers of the child
   c. A representative of the local educational agency or intermediate unit who is qualified to provide or supervise the provision of special education
   d. The child (when appropriate)

   When difficulty is encountered in persuading parents to attend the IEP meeting(s), the following steps should be taken:

   a. Records should be kept of telephone calls to parents.
   b. Copies of correspondence with parents and written replies should be kept.
   c. Records of home visitations should be maintained.
   d. There should be evidence that required translators and interpreters were available and used.

2. Make student educational performance data available to the IEP committee. Care should be taken to ensure that data concerning strengths as well as weaknesses is available.

   The vocational educator should insist that data pertinent to vocational skills be presented.

3. Annual goals should be specified and prioritized.

4. Short-term objectives should be specified in a criterion-referenced fashion.

5. Specify special services and resources needed and the person(s) responsible.

6. A time line should be established for objectives, resources and services.

Transparencies:
IA-C-(T11 and T12)

7. A criteria for evaluation and success should be determined for each goal and short-term objective.

Note: Optional use of sample IEP transparency at this point for further discussion.

C. The IEP: Problems and Needs in Development and Implementation.

Information sheet:
IA-C-(I3)

1. Distribute handout: Problems and Needs in IEP Development and Implementation.

2. Review handout and encourage student discussion as much as time allows.

III. APPLICATION (Drill, illustration, questions, participation in discussion, assignments, investigations, note taking, etc.)

Steps II and III are combined.

During the lecture, students will be encouraged to analyze the information through question and answer and discussion, and be provided an opportunity to examine handouts.

IV. EVALUATION (Verification of students' comprehension of materials presented)

Students will be evaluated on the basis of their answers to oral questions.

V. SUMMARY (Reemphasize the important points. This summary may be given at any place in the lesson the teacher feels will be profitable to the student.)

During the last three hours we have been talking about vocational education and handicapped students. We have discussed:

A. P.L. 94-142
B. Problems of Mainstreaming Related to a Model Approach
C. IEP's in Vocational Education

Hopefully, each of you has obtained information that can be taken back to the local school and used. Our only purpose here today has been to achieve that goal. Thank you.

INDIVIDUALIZED EDUCATION PROGRAM PLAN
(With Vocational Section) IA-C-(I2)

Student's Name: John Grade/Program: Senior High/Learning Disability Program

Birth Date: May 20, 1963 Teacher(s): Mr. Jerry Jerski

Present Date: June 14, 1979 School: Berks Vocational-Technical School East

Primary Assignment(s):	Date Started	Expected Duration of Service	Special Media or Materials
Learning Disability Program	9/10/78	Until June, 1980	Tutorial services are necessitated by the fact that John is expected to assume the same responsibilities as any Food Services student.
Food Services	9/24/78	Until June, 1980	

Reason for Assignment(s):
John is functioning far below grade level in the areas of math and reading. Learning Disability class placement will afford him the opportunity to receive intensive remedial instruction. John was placed in the Food Services Program as a result of the following factors: expressed interest in the area of food preparation and restaurant operation, demonstrated competency in the Singer Graflex Evaluation, and prescribed academic achievement in the Learning Disability Program.

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Services:

Physical Education	9/8/79	Until June, 1980	
Transportation	9/8/79	Until June, 1980	

Dates for review and/or revision of the Individualized Education Program Plan: November 15, 1979;
February 10, 1980;
June 9, 1980

Person responsible for the maintenance and implementation of the Individualized Education Program Plan:
Mr. Jeff Jones/Ms. Sally Smart

Instructional Area: Food Services
Annual Goal: To develop entry level skills in one or more food service occupations
Instructional Task: Interpret recipes

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA FOR SUCCESSFUL PERFORMANCE
Given the necessary tools, materials, equipment, and requisite knowledge, John will: 1) define specific nomenclature and vocabulary terms found in basic recipes: a) weights b) measures c) directions d) temperatures e) ingredients 2) recognize the advantages of using standard food preparation recipes 3) accurately complete pre-cooking procedures, such as gathering ingredients, selecting pans, etc.	..Students compile list of unknown words through class discussion. Total class participation in looking up words. ..Students role play action words (i.e., beating). ..Students review Betty Crocker booklets and text. ..Teacher assigns text review materials. Materials "Commercial Recipes" "Food Preparation Booklets" Food Services text	1) Teacher-produced test 2) Teacher-directed questioning 3) Performance on task	1) John will be able to define nomenclature and vocabulary terms with 90% accuracy. 2) John will be able to indicate verbally, with 100% accuracy, the advantages of using standard food preparation recipes. 3) John will perform the task without verbal or physical assistance with 100% accuracy.

PROBLEMS AND NEEDS IN IEP DEVELOPMENT AND IMPLEMENTATION*

1. Identification and assessment of special needs learners
2. Lack of involvement of the vocational instructor in the development of the IEP
3. Scheduling of meetings at an inconvenient time for parents and others who are responsible for contributing information that determines the content of the IEP
4. Inappropriate instructional materials and equipment for specific needs identified in the various categories of special needs
5. Lack of teachers with the competencies required for developing and implementing individualized instruction in vocational education
6. Lack of teacher training institutions providing preparation for curriculum development activities directly related to the detailed organization, planning, and implementation of individualized education programs
7. Insufficient data on personnel needs and teacher training programs in the area of vocational education for the handicapped
8. Inadequate and improper use of individualized teaching strategies and techniques appropriate for the goals and objectives stated for individuals with differing handicapped conditions
9. Scarcity of vocational course curriculum outlines that have performance objectives which are measurable or are broken down into tasks that can be handled by the handicapped
10. Ineffective delivery systems for IEP's in vocational education
11. Integration of handicapped students into programs with an inadequate ratio of staff members to students
12. Insufficient monies to purchase appropriate materials and equipment and to hire qualified staff
13. Superficial training which lacks realistic job training for the actual job settings
14. Inability of parents to understand the professional jargon or technical language used in IEP's

15. Nonsupportive attitudes from teachers because they fear time demands for writing IEP's and documenting progress will take away from instructional time, but at the same time hold them accountable for the learner's progress

16. Developing IEP's but not using them

17. Misunderstandings between federal, state, and local agency personnel concerning IEP monitoring and standardization expectations

*Development of Individualized Education Programs (IEP's) for the Handicapped in Vocational Education by Lorella A. McKinney and Donna M. Seay (National Center for Research in Vocational Education: Ohio State University, 1979).